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home. One thing is certain—that every community should be so organized that cases of juvenile dependency and delinquency will be recognized at their beginning and steps immediately taken to better the condition and remove the causes.

The prophecies are thought-producing but of secondary value to the information which this excellent book contains.

JOEL D. HUNTER
Chief Probation Officer
Juvenile Court of Cook County

The Road toward Peace—A Contribution to the Study of the Causes of the European War and of the Means of Preventing War in the Future. By CHARLES W. ELIOT. Boston and New York: Houghton Mifflin Co., 1915. Pp. xv+228. \$1.00.

Advocates for world-peace may find a worthy champion in Mr. Charles W. Eliot, whose patriotic utterances have found expression at various times in his letters and addresses both before the beginning of the present European conflict and since. Some of the most pertinent of his public expressions, covering a period of time from February, 1907, to March, 1915, have been collected into a little volume under the very suggestive title, *The Road toward Peace*. No one need be long in doubt as to the attitude of Mr. Eliot toward the war; it is indicated to a certain extent by the title, and further by such chapter headings as, "The Competitive Arming of the Nations—A Way of Escape" (chap. i), "The War an Unprecedented Calamity—Shall Its Outcome Be an Unprecedented Gain?" (chap. xi). The causes of the war are set forth in chap. ix as "Autocratic Institutions, National Desires for Empire, Disregard for Treaties and Conventions, and False Philosophies." Germany must be defeated because of her "desire for world-empire" (p. 116), and because "she has developed and accepted the religion of valor and the dogma that Might makes Right" (p. 122). "The government of Germany is the most autocratic in Europe" (p. 187), while free institutions and the "cause of righteous liberty is the cause of humanity" (p. 128). "What Gains for Mankind Can Come Out of It," (chap. v), and "Lessons of the War to March Ninth" (chap. xiv) are constructive in character, and show that national efficiency is best developed under a free government, and that future peace and happiness of the nations lie in that direction.

In addition to the lectures and addresses comprising the main part of the volume, an appendix is added which includes President Eliot's "Address at the Special Academic Session Called to Confer the Degree of Doctor of Laws on Prince Henry of Prussia, March 6, 1902" (p. 221), and his "Address at a Banquet Given March 6, 1902, by the City of Boston, to Prince Henry of Prussia" (p. 225).

Each chapter is an interesting and scholarly presentation of the views of one of America's foremost citizens, upon a subject that should receive the most serious consideration of every thoughtful person interested in the preservation of all that is highest and best in civilization.

LORIN STUCKEY

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Colored School Children in New York. By FRANCES BLACOER, Special Investigator for the Committee on School Hygiene of the Public Education Association of the City of New York, New York, 1915. Pp. 176.

This is a study of the "race problem" at first hand.

In the year 1911, one of the large public schools of New York City had occasion to report to the school authorities a number of cases who appeared to be in need of special attention outside as well as in the school. Their classroom difficulties, in the opinion of their teachers, resulted almost entirely from the unsanitary or wholly neglected condition in which they were living.

It was the attempt to follow up this clue and to trace to their sources the outside influences responsible for classroom difficulties that brought this report into existence. Other studies have been made of the mentality of colored school children. They have been based for the most part on mental measurements and a comparison of colored with white children of the same grade and age. The assumption of these studies has been, as a rule, that where marked differences existed they were to be attributed to differences of race. What distinguishes this study is that it lays special stress upon other factors, namely, family life, isolation, and early training.

The principal interest of this investigation to the student of race contacts will be the light which it throws upon the curious and subtle ways in which race prejudice acts at once to stimulate and to inhibit the activities of the colored child. Under the influence of these conditions his mental life is thrown all out of gear and he is compelled to make special adaptations to social situations of which the white child knows